



Proposal for



Indiana Department of Education For Supplemental Education Service Providers School Years 2002-2004

October 4, 2002

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I. General Information

Supplemental Instructional Services Provider (Program Name) Elluminate's vTutor™ Online Homework Help and Tutorial Service		Indicate if: X For Profit Entity Nonprofit Entity Local Education Agency	
Mailing Address Street, City, State, Zip 1000 West McNab Road Pompano Beach, Florida, 33069		Federal EIN or Social Security Number N/A, Canadian Company	
Contact Person Maurice Heiblum	Title Vice President, Sales and Marketing	Telephone (Area/No.) 954-781-7958	
Fax (Area/No.) 954-781-7624	Web Site: www.illuminate.com	E-Mail Address mauriceh@illuminate.com	
Contact Person's Mailing Address (Street, City, State, Zip) 1000 West McNab Road, Pompano Beach, Florida, 33069			

II. Basic Program Information

1. List major subject area(s) you currently address in working with students. Math, English Language Arts, Reading	2. List subject area(s) you are able to address in the coming academic year. Math, English Language Arts, Reading
3. Provide date (month, year) in which you first delivered supplemental educational services to students. October 2000	

<p>4. Provide grade levels of students currently served</p> <p>Grades 5 – 12</p>	<p>5. Provide grade level(s) you are able to serve in the coming academic year.</p> <p>Grades 5 – 12</p>										
<p>6. Provide number of students currently served (by grade level).</p> <p>Elluminate currently provides services to over 20,000 students throughout the U.S from grades 5 – 12.</p>	<p>7. Provide an estimate of the maximum number of students in this state that you will be able to serve in the coming academic year while maintaining quality service and results.</p> <p>100,000 students</p>										
<p>8. List the state(s) and district(s) where you are currently providing services.</p> <table border="0"> <tr> <td>State(s):</td> <td>District(s)</td> </tr> <tr> <td>Delaware</td> <td>Red Clay School District</td> </tr> <tr> <td>California</td> <td>University of California College Prep Initiative</td> </tr> <tr> <td>All States</td> <td>Brooks & Cole Math textbooks for colleges across the U.S.</td> </tr> </table>	State(s):	District(s)	Delaware	Red Clay School District	California	University of California College Prep Initiative	All States	Brooks & Cole Math textbooks for colleges across the U.S.	<p>9. List the district(s) in Indiana that you are able to provide services.</p> <p>District(s):</p> <p>Because the vTutor service is provided via the Internet, ALL districts and schools across Indiana can be served.</p>		
State(s):	District(s)										
Delaware	Red Clay School District										
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All States	Brooks & Cole Math textbooks for colleges across the U.S.										
<p>10. Check the setting(s) that you have provided services to students in the past.</p> <p>✓ Urban ✓ Rural ✓ Suburban</p>	<p>11. Check the setting(s) that you are prepared to provide services to students this academic year.</p> <p>✓ Urban ✓ Rural ✓ Suburban</p>										
<p>12. Check the location(s) that best describes where you deliver services to students.</p> <table border="0"> <tr> <td>School</td> <td>Business</td> </tr> <tr> <td>Place of religious worship (e.g., church, synagogue, mosque, temple)</td> <td>Community Center</td> </tr> <tr> <td>Public library</td> <td>University</td> </tr> <tr> <td>Student's home</td> <td>✓ On-line</td> </tr> <tr> <td>Other: (describe)</td> <td></td> </tr> </table>		School	Business	Place of religious worship (e.g., church, synagogue, mosque, temple)	Community Center	Public library	University	Student's home	✓ On-line	Other: (describe)	
School	Business										
Place of religious worship (e.g., church, synagogue, mosque, temple)	Community Center										
Public library	University										
Student's home	✓ On-line										
Other: (describe)											

<p>13. If your organization has provided supplemental services to any of the following groups, please check the corresponding box.</p> <ul style="list-style-type: none"> ✓ Low-income students ✓ Minority students ✓ Migrant students ✓ Limited English proficient students. Indicate particular language(s) that you have expertise: Spanish ✓ Special education students Other: (describe) 	<p>14. Indicate specific subgroup(s) that you wish only to be considered for service because of special expertise in some area(s).</p> <p>Our service caters to all groups of students, including at-risk, Title 1, rural / urban , migrant, minority and ESL students.</p>
<p>15. Check the time(s) that best describe when you deliver services to students.</p> <p>Before School</p> <ul style="list-style-type: none"> ✓ After School Weekends ✓ Summer ✓ Other: Mondays through Fridays from 1 – 9 PM (Central) 	<p>16. Indicate the method(s) that your program delivers instruction to students:</p> <ul style="list-style-type: none"> ✓ Individual tutoring ✓ Small group instruction ✓ on-line/Web-based computer software Other:
<p>17. Indicate which key word(s) best match your program's offering(s):</p> <ul style="list-style-type: none"> ✓ Reading ✓ Writing ✓ Math ✓ English language acquisition 	<p>18. <u>Varies</u> (#) students for every 1 instructor</p> <p>During Homework Help sessions, students can drop into the vTutor instructional rooms at any time, during classroom hours and receive INDIVIDUAL help. During tutorials, sessions are held in a small group setting (maximum of 20 participants).</p>

<p>19. Indicate the length of a typical <u>unit of service</u> (hours; weeks; months; semesters)</p> <p>Students are enrolled on a monthly or annual basis</p> <p>Indicate the length of a typical <u>instructional session</u> (minutes; hours)</p> <p>Variable. Students are able to drop into a class as often as they would like for a maximum of 7 hours per month. As well, students can register for as many daily tutorials as they would like on specific curricular topics.</p>	<p>20. Provide an average per pupil cost, per unit of service or a specific description of the pricing structure for the service(s).</p> <p>\$90.00 per student per month.</p>
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III. Abstract of Program

Our Service

vTutor is the drop-in homework help and tutorial service provided by Elluminate to deliver online, real-time access to qualified instructors to students in 5th – 12th Grade Mathematics and English Language Arts (ELA). The vTutor service is provided over the Internet, utilizing Elluminate's vClass software, a virtual classroom product that allows 2-way audio communications, instant messaging communications, and the use of a shared, interactive whiteboard to display educational content. Our service has two components to it, allowing for a comprehensive program for students:

Drop-in Homework Help

Students seek help from a qualified instructor during and after school by visiting the vTutor web site and accessing our vTutor service using vClass, our virtual classroom. The drop-in sessions are conducted on a one-to-one basis and are based on diagnostic assessments conducted the first time the student accesses the service. Drop-in sessions will be available 8 hours a day, Monday through Friday from 1 – 9 PM (Central). The length of each visit is dependent upon student need and the amount of help required. Students can access our drop-in service as often as they would like for a maximum of 7 hours per month.

Tutorials

Once a day, we will provide a 50-minute, live, instructor-led tutorial session covering various specific mathematics and language arts subjects. These are highly interactive sessions, which seek to provide students with a stronger understanding of the topic. A schedule of tutorials (times and topics) will be available on a monthly basis and students can enroll in these sessions online. These sessions will be recorded and available anytime to any student who could not enroll in the live session. Over time, a library of tutorials will be built that will serve as an excellent reference source for your students.

Instructional Methodology

Our teaching methodology provides for differentiated learning, based on a constructivist approach. The learner is given tasks and opportunities, information resources and support, and is encouraged to construct their own version of the content, subject to revision through feedback. Many paths through the lesson are allowed and collaboration with other learners is stressed over lonely individual learning. A constructivist use of technology presents information to the learner in multiple forms from multiple sources and invites the learner to make sense of it.

Connection to State Standards and District Instructional Programs

All Elluminate instructors are well versed with the Indiana Academic Standards in Mathematics and English/Language Arts and will focus on these during all sessions. Diagnostic Exams will be created based on these Content Standards and each question on the Diagnostic Exam will be linked to a specific content standard. This will allow us

to determine the student's progress according to standards. Furthermore, because vTutor is available during the school day, classroom teachers are free to dialogue with the Elluminate instructors when they assign a student to get vTutor help. vTutor instructors work WITH classroom teachers to structure a plan for each individual student and provide that student with the best opportunity for success.

Access to Instruction

Elluminate has offered online, instructional support to students across North America since October 2000. Our trained and experienced educators have provided this support to students of all kinds, including Title I students, rural and urban students, second language students, and students who needed special support. Our technology uses 2-way audio communications (voice over IP) to aid visually impaired students and utilizes both chat (instant messaging) and a shared, interactive whiteboard for hearing-impaired students. Tutorials can be delivered in Spanish, if required.

Instructor Training

All of our instructors have been thoroughly trained in online education and effective methods of teaching online. Each is expert in using the virtual classroom technology, vClass, and using it to its full potential to teach students effectively. Each Instructor has been trained in our pedagogical model, providing for differentiated learning, based on the constructivist model. All Instructors provide non-secular instruction in all their interactions with students and parents. Our instructors have taught at a variety of schools, including private schools, virtual schools, junior and senior high schools, colleges and universities. All members of our team hold a Teaching Certificate (B.Ed.), as well as specialized and graduate degrees.

Parent and School Involvement

In order to monitor student progress, students will be asked to complete diagnostic exams. These diagnostic exams will be scored automatically, determining the student's proficiency level. Students will receive immediate, detailed feedback on their performance, which questions were answered correctly and incorrectly, and the correct solution for each question will be provided. Throughout the year, instructors will continue to work with students to help with areas of difficulty. As the students progress, they will be evaluated at each level with diagnostic exams from different curricular strands and higher-grade levels. Elluminate will provide regular updates on our services to schools, parents and administrators as follows:

- *Online instant access to student records.* This will be done through a central database where the parent or school will be provided with the username and password for each student. While students and parents access that student's individual record, school administrators can access individual or aggregate records.
- *General updates by quarterly newsletters.*
- *Regular online presentations to explain the service and the technology to all stakeholders.* These can be requested by the school to take place during staff meetings, at Parent Council meetings, and at student-focused events.

IV. Statement of Assurances and compliance with Federal, State & Local Requirements

Assurance is granted to the Indiana Department of Education that: Check all that apply. To be eligible, all boxes must be checked along with an original signature. Retain documentation on all assurances.

1. Parents of children receiving services and the children's school will receive information on the academic achievement progress in an understandable format and language.
2. Instruction provided and content used is consistent with the instruction provided and content used by the local education agency.
3. Instruction and content are aligned with Indiana Academic Standards.
4. All instruction and content are secular, neutral and non-ideological.
5. Individuals providing services to children have successfully completed an Indiana Department of Justice criminal background check.

Please note: Since Elluminate's services are delivered over the Internet, Elluminate hires certified teachers from across the North America and assures that each undergoes a security check in the state or province in which they reside.

6. All applicable federal, state and local health, safety and civil rights laws have been met for employees and students. Discrimination is prohibited based on race, color, religion, sex, or national origin.
7. All applicable federal and state IDEA and ADA requirements have been met for employees and students.
8. Applicant is financially sound. [Private providers must address the indicators under Part 5. Public providers, including school corporations, political subdivisions, state-supported higher education institutions, and other state agencies are exempt. Private providers must provide fiscal documentation for verification.]
9. All individuals providing services to children meet the requirements for "well qualified" under the *No Child Left Behind Act of 2001*.

I, THE UNDERSIGNED, CERTIFY that the assurances and the enclosed requested information contained within this application have been satisfied and that all facts, figures, and representations are true and correct to the best of my knowledge.

Designated Agent for Provider (Print or Type)

Title

Original Signature of Applicant

Date

V. Indicators of Quality

Part 1: Design of Services for Increasing Student Achievement.

A. Evidence of Effectiveness

Elluminate has offered online, instructional support to students across North America since October 2000. Our trained and experienced educators have provided this support to students of all kinds, including Title I students, rural and urban students, second language students, and students who needed special support. Our vTutor service has accelerated the achievement of Title 1 students as part of the University of California's College Prep Initiative. Additionally, our online virtual classroom technology has proven to be an effective method of instruction and supplemental services at a number of our clients, including The Rocky View Virtual School (RVVS) and at the Red Clay School District in Delaware.

The University of California, College Prep Initiative (Santa Cruz, California)

The mandate of the University of California's "College Prep Initiative" (UCCP) is to provide academic opportunities to Title One Students within California. By providing these students with appropriate academic skills, tools and advanced placement and honors courses, it is anticipated that these students will more likely gain entrance to the University of California.

UCCP has contracted the Elluminate vTutor service in order to provide its nearly 2,000 Title One Advanced Placement and Honors students with access to expert help, focused specifically on the 15 online AP and Honors courses delivered through the UCCP.

The Red Clay Consolidated School District (Delaware)

The Red Clay CSD acquired the vTutor service for use between January 2002 and July 31, 2002, focusing on Mathematics and English Language Arts (ELA). Red Clay currently offers vTutor to 1,000 Grades 3–12 students at Shortlidge Elementary School, Conrad Middle School and Dickinson High School. These schools were selected on the basis of statewide assessment results, and they choose vTutor because of its alignment with District efforts directed at differentiated instruction.

vTutor is used in the classrooms during the school day to grant help to students with a variety of Math or ELA skills. The help provided by the vTutor service helps teachers focus on students' specific instructional needs. As well, students have access to the vTutor instructors after school and into the early evening. Many students access the service from home, while working with parents on homework assignments. (Reference attached)

The Rocky View Virtual School – <http://www.rvvs.com>

The Rocky View Virtual School is a full time, accredited virtual school for students in the Province of Alberta, Canada. It facilitates Grades 7 – 12 students and provides access to all core subjects and a wide variety of complementary subjects, including second languages.

Synchronous Virtual Classroom Research

These are results taken from a Physics class between January 1, 2001 and June 30, 2001. Content was offered asynchronously through WebCT. Also, 2 – 3 hours of synchronous tutorials, utilizing Elluminate's vClass, were offered each week.

Conclusions:

- The average course mark for those who completed both synchronous and asynchronous course content increased by almost 10% when compared to those students who only completed the asynchronous course content.
- The final exam mark of those students participating in synchronous sessions increased by 15% over students not participating in these.
- 100% of the students who attended synchronous sessions completed the course, compared to just 32% completions for students who did not attend synchronous session.
- 63% of the students who completed the course also attended synchronous sessions.

References

1. The Red Clay Consolidated School District
1,000 Students in grades 3 through 12
Mathematics, ELA

Ms. Patti Tillotson, Director of Technology Services
(302) 636-8741 ptillotson@redclay.k12.de.us

2. The Rocky View Virtual School
325 students in grades 5 through 12
Mathematics, ELA, Sciences, Social Studies

Todd Kiernan, Vice Principal
(403) 948-4360 kiernant@rvvs.com

3. The University of California at Santa Cruz
College Prep Initiative
1950 students in grades 10 through 12
15 Advanced Placement / Honors courses

Rafael Granados, Associate Director, Curriculum & Development
(831) 460-3081 rafaelg@uccp.org

Technology Methodology

Our teaching methodology provides for differentiated learning, based on a constructivist approach. The learner is given tasks and opportunities, information resources and support, and is encouraged to construct their own version of the content, subject to revision through feedback. Many paths through the lesson are allowed and collaboration with other learners is stressed over lonely individual learning. A constructivist use of technology presents information to the learner in multiple forms from multiple sources and invites the learner to make sense of it. The vision of classrooms structured around student involvement in challenging projects and focused on meaningful, engaged learning is important for all students. An emerging body of research suggests that technology used in classrooms fulfilling such a vision can be especially advantageous to at-risk children. Means, Blando, Olson, Middleton, Morocco, Remz, and Zorfass (1993) note that technology can engage students in challenging, authentic learning:

“Teachers can draw on technology applications to simulate real-world environments and create actual environments for experimentation, so that students can carry out authentic tasks as real workers would, explore new terrains, meet people of different cultures, and use a variety of tools to gather information and solve problems.”

Research on classrooms that have put constructivist teaching and learning models into practice also indicates that technology can enhance student engagement and productivity. More specifically, technology increases the complexity of the tasks that students can perform successfully, raises student motivation, and leads to changes in classroom roles and organization (Baker, Gearhart, & Herman, 1994; Dwyer, Ringstaff, & Sandholtz, 1990; Means & Olson, 1995). These role changes--with students moving toward more self-reliance and peer coaching, and teachers functioning more as facilitators than as lecturers--support educational reform goals for all students.

Educational Testing Service researcher Harold Wenglinsky analyzed from the mathematics portion of the 1996 National Assessment of Educational Progress given to 6227 fourth graders and 7146 eighth graders. He found that a combination of project – based learning and technology resulted in achievement gains and that the effectiveness of computers in the classroom depended on how they were used. Computers used for real – world applications such as spreadsheets or to simulate relationships or changing variables were related to increases in student achievement.

The Center for Children and Technology (CCT) at the Education Development Center monitored a two – year technology trial in the Union City School District in September 1993. The study found that after multimedia was used to support project–based learning, eighth graders in Union City scored 27 percentage points higher than students from other urban and special needs school districts on statewide tests in reading, math and writing achievement. The study also found a decrease in absenteeism and an increase in student transfers into the school. Four years earlier, the state had been considering a takeover of district management due to Union City failing 40 to 52 indicators of school effectiveness. Today, the district is one of New Jersey’s best.

B. Connection State Academic Standards and Research-Based Instructional Designs

All Elluminate instructors are well versed with the Indiana Academic Standards in Mathematics and English/Language Arts and will focus on these during all sessions. Diagnostic Exams will be created based on these Content Standards and each question on the Diagnostic Exam will be linked to a specific content standard. This will allow us to determine the student's progress according to standards.

Furthermore, because vTutor is available DURING the school day, classroom teachers are free to dialogue with the Elluminate instructors when they assign a student to get vTutor help. vTutor instructors work WITH classroom teachers to structure a plan for each individual student and provide that student with the best opportunity for success.

Part 2: Evaluating the Impact on Student Learning

A. Monitoring Student Progress

The student will be assessed in either Math or English when the student first enters a Homework Help session:

- The instructor will dialogue with the student to determine the student's Grade and academic level in the subject area.
- The instructor will ask the student to complete a diagnostic exam focused on that student's individual need.
- The instructor can view the student's results on the diagnostic exam and these will be discussed with the student.
- Once the instructor has identified the areas of difficulty for the student, the instructor will then provide supplemental help in these areas.
- The Instructor will enter "notes" and suggest achievement goals in the vTutor database. These notes and all diagnostic test results will be discussed with the student and can be viewed at any time by parents and their students.
- In Mathematics, supplemental help will be provided through worksheets, enrichment activities, real-life applications, help with homework and help with concepts and procedures.
- In English Language Arts, supplemental help will be provided through worksheets, enrichment activities, real-life applications, help with homework, and help in reading comprehension.

The student can log on throughout the school year and continue to receive help in these areas until he/she has gained proficiency. Progress will be noted and available to parents, students and school administrators at all times through a central database. Instructors will also re-assess the students (provide a new diagnostic exam at the same or a different grade level) as the student continues to progress.

Our assessment tool, vTest™ provides the following features and benefits:

- Students are able to complete online diagnostic tests based on subject area / curricular strand
- Each question on each diagnostic exam is linked to a content standard
- The tests are scored automatically and the student receives immediate feedback at the completion of the test, and may view their individual history online (test results and instructor comments) at any time, as can their parents
- Administrators, teachers, students and parents can access aggregate scores and student progress reports at any time, online

Elluminate will provide regular updates on our services to schools, teachers and administrators as follows:

- *Online instant access to student records.* Elluminate will provide access to the student report to the student, the parent and all appropriate school administrators. This will be done through a central database where the

parent or school will be provided with the username and password for each student. The schools and parents can access this information at any time. While students and parents access that student's individual record, school administrators can access individual or aggregate records.

- *General updates by quarterly newsletters.* These will be provided to the school that will then distribute (by email) to the parents and students.
- *Regular online presentations to explain the service and the technology to all stakeholders.* These can be requested by the school to take place during staff meetings, at Parent Council meetings, and at student-focused events.

Part 3: Support for Teaching/Learning and Implementation of the Services

A. Use of Highly Qualified Staff and Quality Training

Elluminate engages professionally trained, experienced and certified teachers. Each of our online instructors has a specialized degree or graduate degree in their subject area (as well as a teaching certificate) and is knowledgeable with the content standards. Our instructors have experience in working with Title 1 students. Our instructors also have experience in both traditional educational settings, as well as in online education.

Furthermore, because vTutor is available DURING the school day, classroom teachers are free to dialogue with the Elluminate instructors when they assign a student to get vTutor help. vTutor instructors work WITH classroom teachers to structure a plan for each individual student and provide that student with the best opportunity for success.

When classroom teachers communicate with the vTutor instructor about a particular student, our instructor will make notes regarding the meeting in the student's database. Parents, students and other Elluminate instructors will see those comments, the student's plan, etc., when they log into this area.

Hiring and Training Process

All of our instructors have been thoroughly trained in the virtual classroom technology, vClass, and how it can be used to its full potential to teach students effectively. Each instructor has been trained in our pedagogical model, providing for differentiated learning, based on the constructivist model. All Instructors provide non-secular instruction in all their interactions with students and parents.

Instructors are regularly in-serviced after their employment starts to ensure that these concepts are maintained within their interaction with students. As well, the Elluminate staff evaluates all instructors regularly, and archived sessions may be reviewed, ensuring instructor effectiveness.

Qualifications

Elluminate engages professionally trained, experienced and certified teachers from around the world. Each of our online instructors has a specialized degree or graduate degree in their subject area, as well as a teaching certificate.

All of our instructors are experienced educators and are experts in their field. All instructors are also knowledgeable with Content Standards. Our instructors have taught at a variety of schools, including private schools, virtual schools, Junior and Senior High schools and Colleges and Universities.

Illuminate's Director of Curriculum and Instruction liaises with, evaluates and monitors all instructors on a regular basis to ensure that the students are receiving the highest quality of help needed.

Background Checks

All Instructors undergo a Background Security Check to verify their suitability. Once a potential instructor is contacted, they are required to obtain a province/state-wide Background Check from their local police department. The original document is then sent to Illuminate for review.

Part 4: Support for Family Involvement

A. Communication with Parents and Families

The first time a student joins a session, as well as during subsequent visits, each students' academic level will be assessed in both Math and English Language Arts, using vTest, our online testing software. Over the course of the school year, students will complete a number of diagnostic tests, and will receive help in a variety of areas in which the student needs to improve. During and after each student visit, Elluminate instructors will make notes detailing each student's specific situation, instructor suggestions and other assessment notes.

Parents can log into this area at any time during the school year and view their student's record. They can see results on assessment tests, attendance records, as well as instructor notes detailing strategies for improvement.

Our assessment tool, vTest™ provides the following features and benefits:

- Students are able to complete online diagnostic tests based on subject area / curricular strand
- Each question on each diagnostic exam is linked to a content standard
- The tests are scored automatically
- The student receives immediate feedback at the completion of the test, and may view their individual history online (test results and instructor comments) at any time, as can their parents
- Administrators, teachers, students and parents can access aggregate scores and student progress reports at any time, online

Elluminate will provide regular updates on our services to schools, parents and administrators as follows:

- *Online instant access to student records.* Elluminate will provide access to the student report to the student, the parent and all appropriate school administrators. This will be done through a central database where the parent or school will be provided with the username and password for each student. The schools and parents can access this information at any time. While students and parents access that student's individual record, school administrators can access individual or aggregate records.
- *General updates by quarterly newsletters.* These will be provided to the school that will then distribute (by email) to the parents and students.
- *Regular online presentations to explain the service and the technology to all stakeholders.* These can be requested by the school to take place during staff meetings, at Parent Council meetings, and at student-focused events.

Part 5: Capacity of the Provider

A. Delivery of Quality Instructional Services

Elluminate has the capacity to facilitate all eligible students within each LEA. As students access the service, Elluminate Instructors are engaged, ensuring that queues are never an issue. If a queue does form, Instructors have the training, and vClass has the capability, to facilitate multiple students simultaneously.

As well as our currently contracted Instructors, we have a pipeline of Instructors who are either in training, or have recently completed training.

Our technology capacity is such that we could, potentially, handle over 1.5 million students. Our servers and systems are backed up by redundant systems, ensuring maximum access to our clients. We consider all aspects of this service to be “mission critical” and have the appropriate systems in place.

Attached are letters of credit highlighting our financial viability. Please note that our corporate name is TutorsEdge, Inc. We re-branded the company to Elluminate in April 2002 and have not updated our legal corporate name. Therefore, you will find the corporate name TutorsEdge, Inc. in our letters of credit.

Furthermore, since our vTutor service is an Internet-based service, we do not have a physical presence in the State of Indiana. As a result, there is no requirement to file in the State. If (and hopefully, when) we win this RFP, we will file with the State of Indiana if it is a requirement.

